

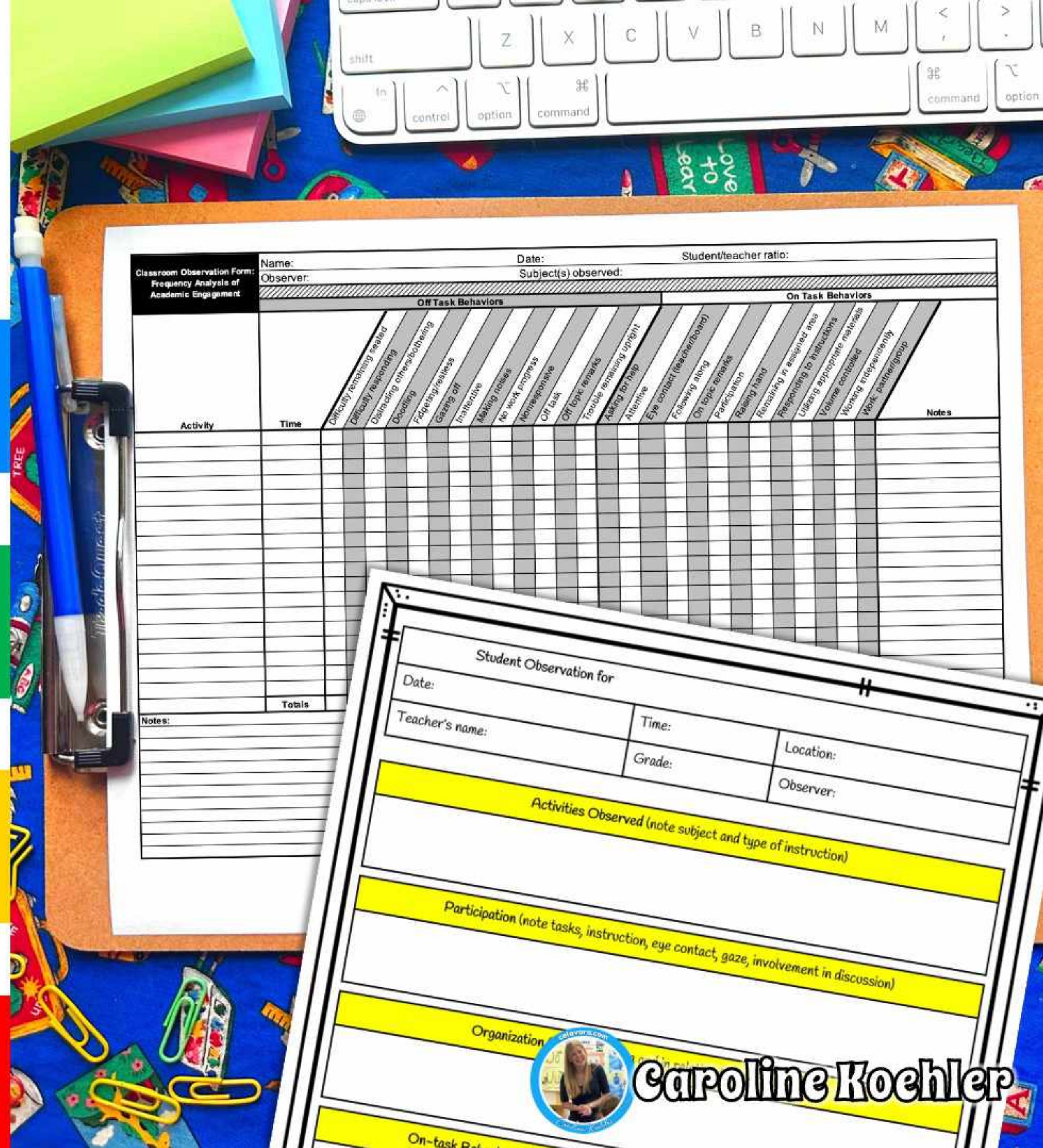
SPECIAL ED RESOURCES

➤ BEHAVIOR FORMS

➤ IEP DATA SHEETS

➤ CLASSROOM TOOLS

➤ BACK TO SCHOOL



IEP WRITING SUPPORTS

Enter Progress Monitoring
<i>Explain how progress will be monitored by selecting from the appropriate statements below.</i>
(kindergarten-2nd grade) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. (3rd grade-secondary) STUDENT is monitored quarterly through progress reports. Each IEP goal is measured, recorded, and reported to parents. Additionally, STUDENT is monitored annually on functional skills through the state mandated alternate assessment.
(INCLUDE IN ALL IEPs AS MUCH OF THE INFORMATION BELOW AS POSSIBLE.)
- All state mandated test scores including student's score, pass/pass+ scores, student's grade level at the time the test was administered, and the school year assessed. - Current data and levels from district curriculum measures such as Attainment, Equals Math (AbleNet), Oxford Picture Dictionary, STAR, ReadWorks, TeachTown, Unique Learning System, etc.
Evaluation Data
<i>Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities</i>
STUDENT has been identified as an individual with a significant cognitive disability. Academically and functionally, STUDENT performs at a substantially delayed level compared to typical peers. STUDENT participates in the PROGRAM'S NAME to support his academic and behavior needs. He follows a visual schedule, works independently, works with a partner or small group, and participates in group time. He receives intense direct instruction in a self-contained classroom.

Based on the student's identified disabilities within the classroom and during cognitive disabilities, there are no time sections. The accommodations below most appropriate ones related to the student.

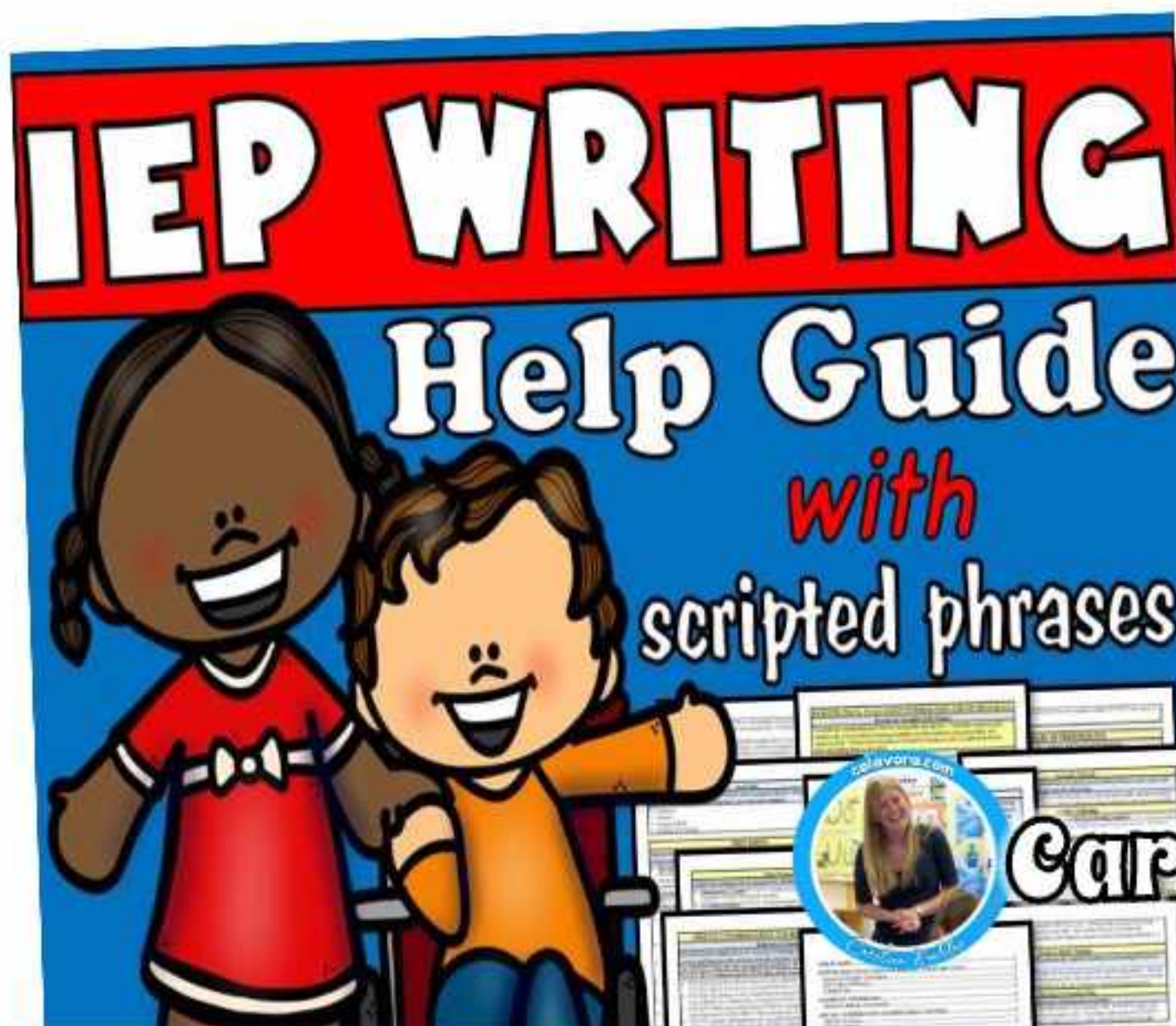
- Student is allowed to use scratch/blank
- Student is provided access to own resources/bold/raised line writing paper, multiple
- Student is allowed to use sound dampening
- Student is provided a with paper test form
- Student is tested during a specific time
- Student is allowed to use alternative in answer choice).
- Student is provided with preferential seating
- Student is provided access to a scribe.
- Student is provided access to a large p

TRANSITION
Compose a Summary of Findings from Age Appropriate
<i>Transition assessments are completed for students who are 14 years or older, the 9th grade. Select a transition assessment that involves you interview future. Be sure to consider academics, community experience, development independent living skills. In addition to including appropriate statements all findings in a paragraph form. If your community has a transition transition from public education to community service and employment up.</i>
- Academically, STUDENT preforms at a kindergarten level and can identify alphabet and identify sight words such as his name, color words. STUDENT is engaged in a work-study program at school that involves in the daily cleaning of the cafeteria. STUDENT is able to perform adult assistant including transporting materials to the office, retail and caring for the class pet. - The local community Transition Fair will be held on (list date and encouraged to attend to learn the various opportunities available education.

Possible Harmful Effects
Consideration of Any Potentially Harmful Effects of Special Education
<i>Summarize the discussion and consideration of any potentially harmful effects of the services on the student or on the quality of services needed.</i>
STUDENT is included in all of general education activities and receives assistance as needed interventions teacher and student.

EXISTING DATA: EVALUATION INFORMATION AND STUDENT DATA
Describe the Strengths of the Student
<i>Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving inclusion services include academics, social skills, and participation in class. Choose which strengths to include by selecting as many as apply from the list below and editing them as necessary.</i>

ACADEMICS
- STUDENT displays a beginning understanding of basic concepts such as identifying colors, shapes, and counting. He can point to 8 out of 10 named colors, identify a circle, square, and diamond, and count to 7. - STUDENT is able to identify what comes next in a pattern, match numbers, and rote count up to 20. He is able to add single-digit numbers independently with the use of counters. - STUDENT is able to access and manipulate technology as an academic tool and a leisure activity. - STUDENT is able to find his name from a group and also recognizes and labels classroom jobs and other familiar objects. - STUDENT can read sight words and match pictures to phrases. He can also put a sequence of familiar pictures together. - STUDENT has developed his beginning reading skills and is able to read the high frequency words the, like, see, go, is. STUDENT is able to read books independently at level A and with minimal support at



EXISTING DATA: EVALUATION INFORMATION AND STUDENT DATA
Describe the Strengths of the Student
<i>Use positively worded statements that are measurable and objective. Commonly noted areas for students with severe/moderate learning disabilities include academics, functional skills, and communication. Choose which strengths to include by selecting as many as apply from the list below and editing them as necessary.</i>
ACADEMICS
- STUDENT displays a beginning understanding of basic concepts such as identifying colors, shapes, and counting. He can point to 8 out of 10 named colors, identify a circle, square, and diamond, and count to 7. - STUDENT is able to identify what comes next in a pattern, match numbers, and rote count up to 20. He is able to add single-digit numbers independently with the use of counters. - STUDENT is able to access and manipulate technology as an academic tool and a leisure activity. - STUDENT is able to find his name from a group and also recognizes and labels classroom jobs and other familiar objects. - STUDENT can read sight words and match pictures to phrases. He can also put a sequence of familiar pictures together. - STUDENT has developed his beginning reading skills and is able to read the high frequency words the, like, see, go, is. STUDENT is able to read books independently at level A and with minimal support at

CHEAT SHEETS, IEP GOALS

BEHAVIOR MANAGEMENT

Observation Notes (include details of academic lessons, tasks, and behavior.)

Student Performance (select all that apply throughout observation)

Assistance	Energy Level	Focus Level	Engagement	Mastery	Maturity	Work Pace
☐ High	☐ High	☐ High	☐ High	☐ High	☐ High	☐ High
☐ Average	☐ Average	☐ Average	☐ Average	☐ Average	☐ Average	☐ Average
☐ Low	☐ Low	☐ Low	☐ Low	☐ Low	☐ Low	☐ Low

Student Observation for

Date: _____ Time: _____ Location: _____

Teacher's name: _____ Grade: _____ Observer: _____

Subject Observed: _____ Student/teacher ratio: _____

Instruction Observed (select all that apply throughout observation)

Teacher's Delivery/Presentation	Behavior Reinforcement	Materials Utilized
☐ 1-1: with adult or with peer	☐ Corrective	☐ Glue
☐ At the board	☐ Criticism	☐ Fidgets
☐ At the teacher's desk	☐ Negative	☐ _____
☐ Auditory delivery	☐ Redirection	☐ _____
☐ Circulating the room	☐ Removal	☐ _____
	☐ Planned ignoring	☐ _____

Functional Behavior Assessment Summary: Engagement

Student: _____ Date: _____

Setting: _____ Activity/Event: _____ Student/teacher ratio: _____

Committee Members

Teacher of Record:	Parent:
School Psychologist:	Public Agency Representative:
School Counselor:	General Education Teacher:
Behavior Specialist:	Other:

Student Strengths

Academics	Communication	Social
☐ Accepts help/correction	☐ Answers questions	☐ Accepting of others
☐ Applies lessons to real world	☐ Asks questions	☐ Accepts responsibility
☐ Creativity	☐ Completes written work	☐ Follows rules and routines
☐ Critical thinking	☐ Engages in conversation	☐ Establishes eye contact
☐ Finishes work in given time	☐ Expresses self clearly	☐ Honest
☐ Prepared	☐ Follows directions	☐ Makes and maintains friends
☐ Makes predictions	☐ Makes choices	☐ Makes good choices
☐ Recalls details	☐ Initiates communication	☐ Responds to social cues
☐ Organized	☐ Participates in discussions	☐ Takes turns/shares
☐ Perseverance	☐ Uses appropriate humor	☐ Understands personal boundaries
☐ Works independently	☐ Uses conventional grammar	☐ Works well with others

Assessment Tools Used

☐ Anecdotal notes	☐ ABC documentation	☐ Discipline records data
☐ Frequency analysis chart	☐ Medical records	☐ Observations
☐ Parent interview	☐ Student interview	☐ Student reinforcement survey
☐ Teacher interview		

Present Positive Behavior Supports (Check all that apply.)

Visuals	Environment	People
☐ Agenda	☐ Break (scheduled/allowed)	☐ Circle of Friends group
☐ Behavior contract	☐ Calm down room	☐ Counselor
☐ Calendar	☐ Fidget	☐ Home/school advisor
☐ Classroom rules	☐ Headphones	☐ Instructional assistant
☐ Cue Cards	☐ Preferred seating	☐ Nurse
☐ First/then board	☐ Seat cushion	☐ One-to-one assistant
☐ Reward/token system	☐ Sensory room/tub	☐ Outsource provider
☐ Schedule/checklist	☐ Slant board	☐ Peer buddy
☐ Monitoring controls	☐ Study carrel	☐ Peer tutor
☐ Social Stories	☐ Therapy ball seating	☐ Scribe/note taker
☐ Video modeling	☐ Walk/pace area	☐ Social worker

ATTENDANCE CONTRACT

In order to make educational gains, students must attend school on a regular, daily basis. _____ will come to school each day barring necessary parent and school approved absences.

STUDENT EXPECTATIONS

I, _____, will attend school on a regular, daily basis.

To meet this goal, I will

- follow my daily schedule.
- be punctual throughout the school day.
- participate in school unless my parent has notified the school of a necessary absence.

PARENT/GUARDIAN EXPECTATIONS

I, _____, agree to promote _____ school attendance on a regular, daily basis. To meet this goal, I will

- provide a structured morning routine for the start of each school day.
- encourage participation in school while noting the importance of education.
- schedule appointments, celebrations, and vacations after school hours or during school breaks.
- notify the school of any absences via a written or verbal statement.

TEACHER EXPECTATIONS

I, _____, agree to support _____ daily school attendance. To meet this goal, I will

- provide a safe, comfortable learning environment.
- build and maintain a positive and supportive teacher-student relationship.
- promote well-being by positively encouraging academic, social, and emotional growth.

REWARDS

In addition to an increase in the educational experience, the following rewards will be available for each week has followed the behavior contract.

- 15 minutes of free time
- positive phone call home
- first choice from the classroom

CONSEQUENCES

In addition to the decrease of the educational experience, the following consequences will be enforced each week does not follow the behavior contract.

- detention
- loss of phone privileges at lunch time
- loss of extracurricular activities

RESPECT OF PROPERTY CONTRACT

All students have the right to be educated in a safe, comfortable environment free of vandalism. _____ will display good citizenship by valuing personal and public property.

STUDENT EXPECTATIONS

I, _____, will respect the property of others.

To meet this goal, I will

- focus on my maintaining a comfortable community environment for all to safely enjoy.
- maintain a group of friends who support a healthy lifestyle.
- engage in positive uses of my time through extracurricular activities such as clubs, sports, and jobs.

PARENT/GUARDIAN EXPECTATIONS

I, _____, agree to support _____ ability to make responsible choices by showing respect towards personal and public property. To meet this goal, I will

- model respect of property by treating personal items and public property with care.
- discuss the consequences of vandalism and hold _____ accountable for their behavior.
- encourage and support _____ participation in an extracurricular activity.

TEACHER EXPECTATIONS

I, _____, agree to support _____ ability to make responsible choices by showing respect towards personal and public property. To meet this goal, I will

- provide a safe, comfortable learning environment with clearly defined rules and expectations.
- build and maintain a positive and supportive teacher-student relationship.
- promote well-being by positively encouraging academic, social, and emotional growth.

REWARDS

In addition to positively contributing to a welcoming environment for all individuals, the following rewards will be available for each week has followed the behavior contract.

- 15 minutes of free time
- positive phone call home
- first choice from the classroom

CONSEQUENCES

In addition to creating the feeling of an unsafe environment for all individuals, the following consequences will be enforced each week does not follow the behavior contract.

- repair or clean the vandalized area
- pay for the cost of a replacement item
- charged with a crime
- suspension or expulsion

REVIEW DATE

This contract is binding on the date all parties have signed and will be reviewed once a week. This contract will be considered fulfilled when the terms have been maintained for a period of _____.

PUNCTUALITY CONTRACT

In order to make educational gains, students must be on time for school. _____ will arrive at the start of _____ at the beginning of each class.

STUDENT EXPECTATIONS

I, _____, will be on time for school and each class promptly at their respective _____.

CITIZENSHIP CONTRACT

All students have the right to be educated in a safe, unthreatened environment. _____ will contribute to a safe environment and exhibit social responsibility towards others.

STUDENT EXPECTATIONS

I, _____, will display kindness and respect to all by eliminating any harmful acts of bullying towards others including verbal, physical, written, or electronic aggression. To meet this goal, I will

- utilize manners and project acceptance of others regardless of their differences.
- think before communicating and use an inner monologue to think comments that are inappropriate.
- conduct myself with dignity by keeping my intentions wholesome and my body to myself.

PARENT/GUARDIAN EXPECTATIONS

I, _____, agree to support _____ pursuit of good citizenship and appropriate social interactions. To meet this goal, I will

- promote the importance of manners and of displaying respect to yourself and others.
- model appropriate social behavior in public and at home.
- use positive discipline with clearly defined rules and expectations.

TEACHER EXPECTATIONS

I, _____, agree to support _____ pursuit of good citizenship and appropriate social interactions. To meet this goal, I will

- immediately notify the principal of any reports of bullying, harassment, intimidation, or threats.
- develop _____ acceptable social behavior alongside the guidance counselor or social worker.
- prepare and discuss social stories to promote the skills needed to succeed.

REWARDS

In addition to increasing positive relationships with others, the following rewards will be available for each week has followed the behavior contract.

- 15 minutes of free time
- positive phone call home
- first choice from the classroom

CONSEQUENCES

In addition to damaging relationships with others, the following consequences will be enforced each time does not follow the behavior contract.

- detention
- loss of phone privileges at lunch time
- loss of extracurricular activities

PREPAREDNESS CONTRACT

In order to access their education in a meaningful manner, students must be organized and ready for class. _____ will be prepared for each class throughout the school day.

STUDENT EXPECTATIONS

I, _____, will be ready to learn by having my school materials organized. To meet this goal, I will

- be punctual throughout the school day.
- bring appropriate supplies such as papers, folders, notebooks, pencils, pens, and pens to class.
- complete and turn in homework in a timely manner.
- monitor my assignment completion, and finish and turn in my missing work.

PARENT/GUARDIAN EXPECTATIONS

I, _____, agree to support _____ preparedness at school.

To meet this goal, I will

- provide school materials and supplies such as folders, notebooks, pencils, pens, and access to technology.
- help _____ organize school materials each morning or evening.
- instill a positive work ethic by modeling organizational, punctuality, and a structured routine.

TEACHER EXPECTATIONS

I, _____, agree to support _____ preparedness at school.

To meet this goal, I will

- provide clear rules and expectations including work assignments with clear instructions.
- to organize papers, folders, binders, and work area.
- organize and provide organizational strategies as needed.

REWARDS

In addition to a possible increase of grades due to coming to class prepared, the following rewards will be available for each week has followed the behavior contract.

- 15 minutes of free time
- positive phone call home
- first choice from the classroom

CONSEQUENCES

In addition to a possible decrease of grades due to not coming to class prepared, the following consequences will be enforced each week does not follow the behavior contract.

- detention
- loss of phone privileges at lunch time
- loss of extracurricular activities

REVIEW DATE

This contract is binding on the date all parties have signed and will be reviewed once a week. This contract will be considered fulfilled when the terms have been maintained for a period of _____.

HONESTY CONTRACT

People are expected to earn personal possessions and are held accountable for their acts of theft. _____ will have respect for others' property and will take only what is given or earned.

STUDENT EXPECTATIONS

I, _____, will exhibit self-control by not taking what is not mine. To meet this goal, I will

- only take what has been given to me.
- will exhibit self-control by not taking what is not mine.

FBA, CONTRACTS, OBSERVATIONS

STUDENT SURVEYS

Student Survey

Directions: Please place a mark in either the yes or the no column to show if you agree or disagree with the sentence.

Yes	No	Sentence
		I like to get extra help and attention from teachers.
		I make sure to get all of my homework done.
		I hurry through tests so I can get done as fast as I can.
		I like working with a partner or groups
		I like to volunteer in class.
		I have a hard time holding still.
		Being quiet in class is easy for me.

Name: _____

What You Like

Read the sentences and write your answers on the lines below.



1 thing I like about school is _____

What You Don't Like

Read the sentences and write your answers on the lines below.

4 things I don't like to eat are _____



5 things that I don't like to do are _____



Someday, I might be known as Caroline the famous I'm smart, funny, and I make things happen

A hidden talent I have is can pick things with my toes

To relax and recharge, I garden

I'd love to do money! into a pool of _____

If I could pick a superpower, I'd choose teleporting

All About

I prefer to work

Check the boxes that describe you.

☐ with animals	☐ with machines	☐ with my hands	☐ with plants	☐ with technology
☐ for a business	☐ at home	☐ full-time	☐ part-time	☐ in the city
☐ alone	☐ with others	☐ in the city	☐ in the country	

I prefer to work

Check the boxes that describe you.

☐ full-time	☐ part-time	☐ as a business owner	☐ as a stay at home parent
☐ as a self-employed	☐ with people	☐ with animals	☐ with plants
☐ alone	☐ with machines	☐ with my hands	☐ with technology
☐ during the day	☐ at night	☐ during the week	☐ on the weekend
☐ while moving	☐ while sitting	☐ a quiet job	☐ a noisy job
☐ a busy job	☐ a slow-paced job	☐ in a uniform	☐ in a dirty place
☐ in a clean place	☐ outside	☐ in a clean place	☐ in a dirty place
☐ in one place daily	☐ traveling in town	☐ traveling out of town	☐ in my hometown
☐ in the city	☐ in the country	☐ in a different country	

All About

I am able to

Check the boxes that describe you.

☐ clean for guests	☐ clean myself	☐ cook	☐ deliver messages	☐ do homework
☐ do laundry	☐ drive	☐ earn money	☐ follow a schedule	☐ make calls
☐ pay	☐ repair	☐ shop	☐ sort	☐ wash dishes
☐ write a check				

Subjects I enjoy are

All About Rex

I am able to

Check the boxes that describe you.

☒ clean the house	☒ complete homework	☐ cook my food
☐ do laundry	☐ do repairs	☐ drive a car
☐ make appointments	☐ order and pay at a restaurant	☐ earn money
☐ shop	☐ take care of personal hygiene	☐ take care of others
☐ take care of others	☐ wash dishes	☐ write a check

Subjects I enjoy are

☒ Art	☐ Band	☐ Choir	☒ Computer	☐ Drafting
☐ English	☐ Foreign Language	☒ Handwriting	☐ Journalism	☐ Math
☐ Mechanics	☐ Physical Education	☐ Science	☒ Social Studies	☐ Spelling
☐ Woodshop	☒ Writing			

My educational goals are to _____

My Life Goals

Highlight the goals below that you would like to accomplish. After highlighting, number your top five goals with a pencil in the box at the bottom of the page.

☐ Be famous	☐ Be financially secure	☐ Be healthy	☐ Be physically fit	☐ Become an actor	☐ Buy a car	☐ Create a successful YouTube channel	☐ Devote myself spiritually or religiously	☐ Donate to those in need	☐ Earn a college degree	☐ Earn a doctorate or Ph.D.	☐ Enter the military	☐ Find love		
☐ Start a business	☐ Live a happy life	☐ Live abroad	☐ Live to be a 100 years old	☐ Live well	☐ Make a million dollars	☐ Make the world a better place	☐ Meet my ideal	☐ Mentor someone	☐ Overcome my fears	☐ Own a home	☐ Own a vacation home	☐ Play in a band	☐ Receive honors and awards	☐ Register to vote

Interest Inventory for

What are your hobbies? _____

What is your favorite subject and why? _____

Do you like to get up early or sleep in? _____

Do you like to work alone, with a partner, or in a group? _____

Do you like to sit or move around? Why? _____

TRANSITION ASSESSMENTS

CLASSROOM TOOLS

Intermediate Level

Student Problem Solve

Name: _____

Date: _____

1. Problem:

State the problem:

What, when, where, how, and why did it happen?

2. Solution:

What better choices can I make next time?

a.

b.

c.

3. Commitment:

a. What better choice do I promise to make next time?

b. How will this choice make me feel?

4. Consequences:

What should the consequences be for my behavior?

a.

b.

5. Outcome:

Now I can talk with an adult about the problem solve.

Discussion notes:

Lesson Plans for the Week of: _____ Subject: _____ Time: _____				
Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Components	Lesson Components	Lesson Components	Lesson Components	Lesson Components
Strategies & Notes	Strategies & Notes	Strategies & Notes	Strategies & Notes	Strategies & Notes

Teacher Collaboration Notes: _____

Dear Parents and Guardians,

We are ready for an exciting year in kindergarten. Our students work hard on positive behavior throughout the year. I like to reward the children for their success. To do so, students with good behavior will choose a toy out of the measure box every Friday. The toy gets to come home. Here's how the students earn their reward:

Your child has a possible stick with the behavior points. The possible sticks are placed in three zones. The three zones are colored green, yellow, and red. All students start in the green zone. Should a student break a rule, they will be asked to move their stick to the yellow zone. If another offense occurs, the student will be asked to move their stick to the red zone. Students also get to move their sticks from yellow to green, or red to yellow, if they are doing something good and successfully following classroom rules.

At the end of the week, if a student's stick is in the green zone, they get to pick a toy out of the measure box. After the green zone students have moved to the yellow zone, the students in the yellow zone can get to choose a toy. Students in the red zone do not get to choose a toy that week.

The children can't forget to measure box each Friday. Be sure to ask your child how school is going and take some time about school behavior. Feel free to contact me with any questions. Thanks for your support!

Ms. [Name]

Welcome to School!

I am excited to begin the school year with you. This handbook will give you a general overview of what the new school year has to offer, and to answer some general questions. Remember, all this work, and learning, are responsibilities for your behavior and your learning. Your future daily activities for "Good" and "Bad" will be your own! It will not be taking advantage of every chance to do something new!

Classroom activities and homework

Assignments and activities used to guide instruction will have due dates. Homework completion is required and is expected. The work assigned is to practice or extend the learning process. An assignment not done or not well done will need to be completed to ensure the skills can be learned. Late work will be accepted, but it will not receive a grade higher than that of the next possible grade. Late work will not receive the same assignments will result in after school detention.

Grades

Grades will be given for homework, assigned projects, participation, and a variety of assignments. Summative assessment will be the primary measure of learning. A summative assessment is an end-of-unit test, project, or combination of assessments. Other formal assessments including homework, smaller projects, reflection, and class participation, will help to guide lesson planning and to teaching. These formal assessments will become a small portion of the overall grade.

Extra Credit

An opportunity for extra credit is not necessarily provided. Students may be offered the option of extra certain assignments or extra assignments after they have earned the material to gain points.

Class Materials

Students should bring required text, charged calculator, pencil, paper, and eraser (highlighter with them every day). Do not bring backpacks into the classroom (your school guidelines) unless you are allowed, but they are not to enter the classroom as a substitute for a backpack.

tardy

Please bring necessary class materials when the bell rings. The tardy policy and subsequent discipline are laid out in the student handbook will be followed. Please period a rest for social time. It is a

Dear Parents and Guardians,

School discipline is very important in order to create a safe and positive learning environment. It also teaches students the importance of following rules and respecting authority. School discipline should be used as a tool to teach, not punish, students.

At school, we emphasize the importance of respect and kindness in our classrooms. It is essential that all students treat each other, their classmates, and self with respect. Disrespectful behavior will not be tolerated, and students who consistently engage in disrespectful behavior may face consequences such as a verbal warning, loss of privilege, or a meeting with a school counselor.

A system of rewards for positive behavior will be implemented. Students who consistently demonstrate positive behavior, such as following rules, participating in class, and showing kindness to others, will earn rewards such as extra recess or special privileges.

Tour Parents and Guardians,

In school, we take student discipline very seriously. We want our students to feel safe, respected, and valued while they are here with us. When a student breaks one of our rules, we take action to address the behavior.

If expectations are not met, there may be a number of consequences. These could include a meeting with the teacher to discuss the situation, a phone call home, a loss of privileges, and in some cases referral to the school counselor or administrator.

We also work with parents and guardians to help address the behavior so that it does not happen again in the future.

If you have any questions about our discipline policy or the actions we have taken with your child, please do not hesitate to contact us. We are here to help and support your family in any way we can.

Classroom Rules and Discipline

Be considerate.

Individual Desks Grouped as Pods

Memphis Bailey

Elijah Marissa

Breanna Dawson

Liam Tanner

Brantley

Skyler

Kali Riley

Dakota Chasen

Landon Jackson

Carlson

solovers.com

Carolin

Picture Based
Student Problem Solve

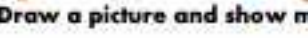
Name: _____ Date: _____

1. Problem:



Draw a picture and show me what happened.

2. Solution:

ne what better choices you will make next time.

Resource Room Daily Points Log

Name: [REDACTED]

Directions

Record today's date in the date column.
 List the assignment(s) worked on during class.
 Earn points by completing the listed tasks.
 Your teacher will record your grade on this page.

10 Points Possible Per Day

1 Point Possible- On Time to Class
 2 Points Possible- Prepared with ALL Needed Materials
 3 Points Possible- Positive Behavior
 4 Points Possible- Appropriate Use of Class Time

Date	Assignment	Points
8-14	math	1. On Time to Class 2. Prepared with ALL Needed Materials 3. Positive Behavior 4. Appropriate Use of Class Time Total Points earned out of 10: 10
8-14	math homework	1. On Time to Class 2. Prepared with ALL Needed Materials 3. Positive Behavior 4. Appropriate Use of Class Time Total Points earned out of 10: 10

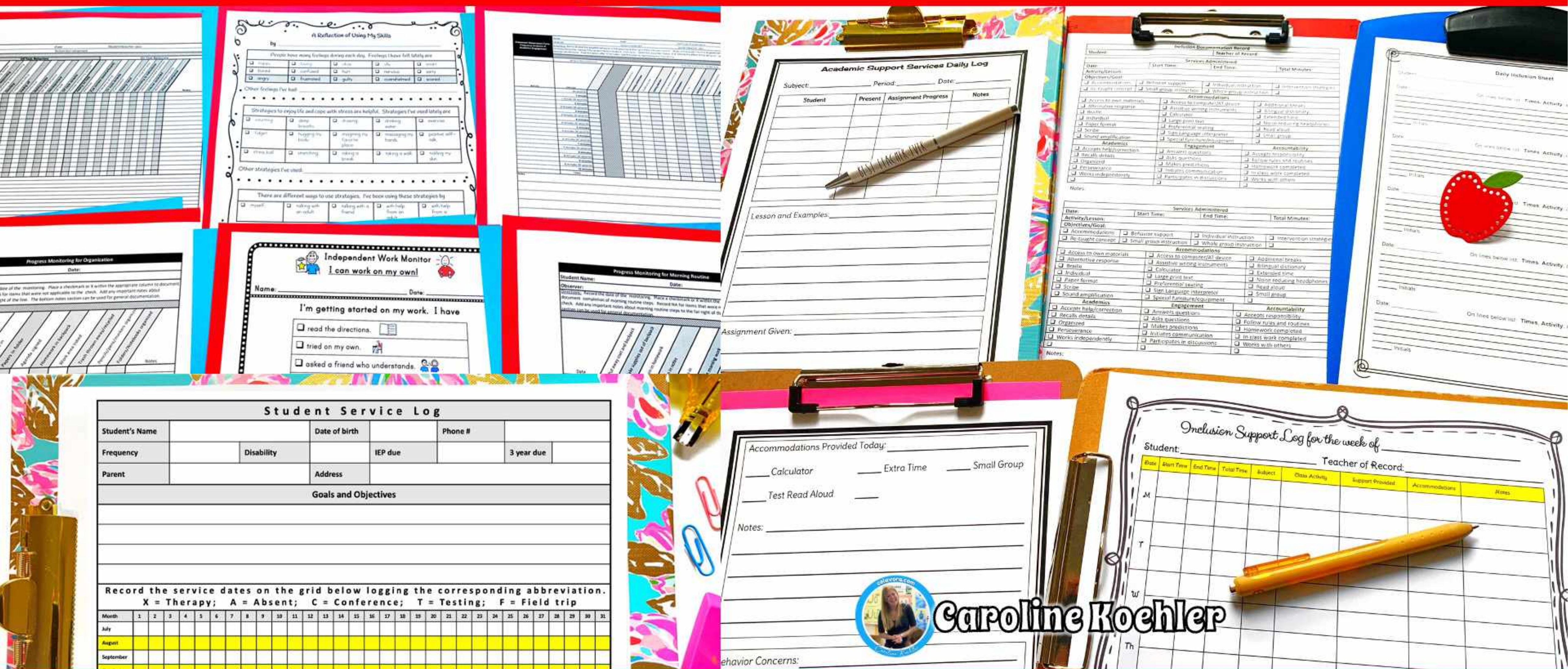
Resource Room Daily Points Log

Name: _____

Date	Assignment	Points
Oct 16th 2018	55 questions 1=5 I only got 1,2,3 and half of four	1- On Time to Class 2- Prepared with All Needed Materials 3- Positive Behavior 4- Appropriate Use of Class Time Total Points earned = 1
Oct 18th 2018	Eda study protection notebook	1- On Time to Class 2- Prepared with All Needed Materials 3- Positive Behavior 4- Appropriate Use of Class Time Total Points earned = 1

PLAN TEMPLATE, SEATING CHARTS, PARENT LETTER

SPECIAL ED DOCUMENTATION



PROGRESS MONITORING, ACCOMMODATIONS, SERVICE LOG

BACK TO SCHOOL IN SPED

★ resource feedback ★

This was the best
resource out there to
keep myself organized.
The ability to use online
and in person is amazing.

-Lindsay G.

Back to School in Special Ed includes

- 🕒 18 time saving resources
- 📁 Documentation tools
- 💻 Organization essentials
- ✍️ Inclusion, resource, self-contained forms
- 📅 17 Year long SPED support



Caroline Koehler

★ resource feedback ★

This was a LIFESAVER
when writing IEPs and RRs.
I cannot thank you enough!
It has made my job so much
easier and my RR and IEP
writing so much more
efficient and I sound like a
pro! -Blair Burak